
Special Education Programs

Reported Data Elements

SIMS/DDN Campus



south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

Fall 2006

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Enrollment Tab Elements affected by Special Education Placement

(Screen Shot DDN Campus)

08 Simpson, Bart E #8459 [10/18/1991]

Transportation Fees Lockers Athletics AdHoc Reports Singlescreen Table

Summary **Enrollments** Schedule Attendance Programs Grades Transcript Cred

Save X Delete Print Enrollment History New New Enrollment History

Edit	Grade	Type	Calendar	Start Date	End Date
	08	P	05-06 JH	08/22/2005	
	07	P	04-05 JH	08/23/2004	05/17/2005
	06	P	03-04 Elem	08/25/2003	05/18/2004

General Enrollment Information

*Calendar: 05-06 JH *Schedule: Main *Grade: 08 Class Rank Exclude: ☐
*Start Date: 08/22/2005 No Show: ☐ End Date: End Action: Service Type: P: Primary
Start Status: 00: Current Student End Status:
Start Comments: End Comments:

Graduation

State Reporting Fields

Special Ed Fields

08 Simpson, Bart E #8459 [10/18/1991]

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General Enrollment Information

Graduation

State Reporting Fields

*Resident District: *County: Citizenship:
*Serving (Attending) District: Enrollment Status: *Percent Enrolled: 100 Absent Days: 7.73

(Screen Shot SIMS)

The screenshot shows the SIMS interface with the following details:

- Top Bar:** District: Special Education (88888), Year: All Years, School: All Schools.
- Left Sidebar:** User Outline, Search Index, Linda Turner, District Information, Student Information, Enrollment Wizard, Report Wizard, Upload Wizard, EOY Wizard, Special Ed, NCLB, User Settings, Log Off.
- Main Area:**
 - Student Info:** Student Name: Bear, Care. Buttons: Save, Print, New Entry, Delete Entry.
 - Enrollment Table:**

Start Date	End Date	Grade	District	School
09/19/2002	09/20/2002	09	Special Education	Educational Services and Support
 - Enrollment Detail:**
 - Reporting District: Special Education, Reporting School: Educational Services and Support.
 - Enrollment Calendar: 2002, Grade: 09, Start Date: 09/19/2002, End Date: 09/20/2002.
 - Resident District: Sioux Falls 49-5 (49005), Residence County: Minnehaha.
 - Attending District: Special Education (88888), Enrollment Status: S: Placed and Paid by State.
 - Exit Code: Student continues (11), Per Enr: 100, Abs Days: , Mor Days: 0, Att Days: 0.00.

- ❖ **Resident School District** -- Public School District 5 digit code in which the student resides.
- ❖ **Attending School District** -- School District 5 digit code in which the student attends school.
- ❖ **Start Date**-- The year, month and day of the first day on which student begins school in this school system. If student should leave and re-enroll, this date should reflect the most recent enrollment date. *(For students re-enrolled or transferred this date may also be the start date on the Special Education tab if the student begins receiving services on this day)*
- ❖ **End Date**-- The year, month and day of an individual's last day of attendance in school, or the day on which an individual was graduated. If a student should leave and then return a new enrollment needs to be created showing current enrollment *(Students sent to a detention center of treatment facility have a 90 waiver before they need to have an end date entered).*
- ❖ **Exit/Withdrawal Type**--The circumstances under which the student exited from membership in an educational institution based on the following codes: *(There are also exit codes on the Special Education tab see how the codes should match up on pages 15-18)*
 - **01** Expelled – didn't return to any school
 - **02** Discontinued education - dropout
 - **03** Transferred to another accredited school or district in the state
 - **04** Student graduated
 - **05** Student died
 - **06** Student transferred to an institution (correctional facilities, mental hospitals, etc)
 - **07** Student reached maximum age for receipt of special ed services (21)
 - **08** Student transferred out of state
 - **09** Colony student who completed grade 8
 - **10** Student retained

- **11** Student continues
- **12** Persistently Dangerous Transfer
- **13** School Improvement Transfer
- **14** Home School Transfer
- **15** Suspended

❖ **Adding End Date and Exit Code for departing students:** If you have a student who leaves your school district, you will need to enter the End Date and Exit Code. This is done by clicking on Enrollment after selecting the desired student. *(If you enter an end date and exit code on the Enrollment tab, you will also need to enter an end date and exit code on the Special Education Enrollment tab.)*

❖ **Enrollment Status:** Used when a student's resident district is not the same as the attending district.

- **O**- Open Enrolled Student
- **P** - Tuition Paid for Student by Public School District *(use this code if services with another school or agency are funded by the resident district)*
- **W** - Tuition Waived for Student
- **C** - Contracting Student *(use this code when a district has a contract with another district for services such as X District contracting high school services for all students with Y District because there is not a high school)*
- **T** - Tuition Paid by Other
- **S** - Paid and Placed by State of South Dakota *(DSS placements)*
- **D** - Transfer Within District Because of Persistently Dangerous
- **A** - Transfer Within District Due to School Choice

Status	ADM	Child Count
O	Attending district receives ADM	Attending district completes child count verification and coding
P	Resident district receives ADM	Resident district completes child count verification, but attending district enters any changes to enrollment information
W	Resident district receives ADM	Resident district completes child count verification, but attending district enters any changes to enrollment information
C	Resident district receives ADM	Resident district completes child count verification, but attending district enters any changes to enrollment information
T	Compensation is paid by other	Eagle Butte is the only district that can use this code for child count purposes. All other students are not included in district child count.
S	State receives ADM	The majority of these students are placed on state child count but the attending district enters any changes to enrollment information. If the resident district pays for transportation and other costs they will verify child count.

- ❖ **Percent enrolled**--- The percentage of the day that the student is enrolled. If the student is enrolled full-time for 30 days and then leaves, the student is still 100% enrolled. This percentage will be less than 100 when a student is dual-enrolled, ie the student is enrolled for half of the day at your school and half at another school. In this example, each school would report the student as 50% enrolled. *(Always calculate enrollment based on a full academic day even if student is only required to attend a portion of the day. For example a 19 year old student who is only attending school to complete one course for graduation would still be calculated as percent enrolled based on the 7 hour school day).* However, if a child's IEP, due to his or her physical or emotional limitations, specifies the amount of time the child is to be in school then enrollment is calculated determined by that amount of time. For example, a medically fragile student for whom the IEP team determined that ½ days were appropriate, his/her enrollment would be 100% based on the 3.5 hours school day determined appropriate by the IEP team.
 - **Setting percentage for dually enrolled students:** In the instance that one of your students is not enrolled in your school 100% it is up to you and the other attendance center to arrive at the appropriate percentage enrolled and to make sure that those percentages are entered for the appropriate time frame. Example: Let's assume that you have a student Michael who was enrolled 100% with you until April 1st when he began taking a class at another attendance center 15% of the time through the end of the year, May 31st. To receive full funding for your school you will want to end his first record on March 31st with an enrollment of 100% and an exit code of student continues. Then, start a new record for him showing him enrolled from April 1st to May 31st at 85%. The second attendance center should have a similar record for Michael showing him enrolled from April 1st to May 31st but with an enrollment percentage of 15%. In the past we have had many schools simply enroll the student at 85% for the entire year, opposed to just two months, which cost them funding dollars. Depending on the tuition situation the second attendance center can adjust Enrollment Status accordingly. *(Percent enrolled should not exceed 100%. For example 25% enrollment at Abbott House and 75% enrollment at Mitchell Middle School.)*
 - **Home schooled:** Children who have been approved by the school board to be home schooled, whose education is paid through private resources. These students are not entitled to receive special education and related services at public expense from a local educational agency or intermediate educational unit. However at the district option, if home school students are provided special education services, a public enrollment record would need to be created in addition to the home school enrollment and the percent of enrollment would be calculated for both settings. *(**By providing special education services, the district is responsible for FAPE.)*
 - **Private School:** Children who have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services at public expense from a local educational agency or intermediate educational unit under a service plan. The private or parochial school is not under Federal or public supervision or control and may be a non-profit or proprietary. If private school students are provided special education services, a public enrollment record would need to be created in

addition to the private school enrollment and the percent of enrollment would be calculated for both settings.

- ❖ **Deleting a student record:** In the event that you need to delete a student record you can also do so while under the Enrollment tab. Just highlight the record you want to delete and then click on Delete Entry.

NOTE: If there is a special education record tied to the enrollment record that you are attempting to delete you will be asked if you wish to delete the special ed. record as well. If you do not want to delete the special ed. record you will need to click on the special ed. tab and associate the record with a different enrollment record. This can be done by clicking on the enrollment association at the bottom of the special ed. page.

Status Elements Tab

(Screen Shot DDN Campus)

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	06	P	03-04 Elem	08/25/2003	05/18/2004

General Enrollment Information

Graduation

State Reporting Fields

*Resident District *County Citizenship

*Serving (Attending) District Enrollment Status *Percent Enrolled Absent Days

Homeless Status Transportation Category

☐ State Exclude ☐ Migrant Indicator

☐ First Year In Country ☐ Assessment Exemption

LEP Status * 09/19/2006 Primary Language

(Screen Shot SIMS)

New Student Status Detail

New Status

Transportation

Value

Mileage Paid in Lieu of Transportation

Student Not Transported (default)

Student Transported on Contracted Buses

Student Transported on District-Owned Buses

- ❖ **Transportation:** The default for this is that the student is not transported. If no transportation is provided for a special education student, nothing needs to be changed on this tab. If transportation is indicated on the Special Education Enrollment Tab, the type of transportation provided needs to be coded.

Special Education Enrollment Tab

(Screen Shot DDN Campus)

08 Simpson, Bart E #8459 [10/18/1991]

Transportation Fees Lockers Athletics AdHoc Reports Singlescreen Table
Summary Enrollments Schedule Attendance Programs Grades Transcript Cre

Save X Delete Print Enrollment History New New Enrollment History

Graduation
State Reporting
Special Ed Fields

Effective Date	Special Ed Program	Special Ed Category
08/22/2005	A: Mild to Moderate Disabilities	100: Reg Classroom w/mod
	Primary Disability	Multiple Disability 1
	515: Hearing Impairments	
	Multiple Disability 2	Multiple Disability 3
	Multiple Disability 4	Multiple Disability 5
End Date	Exit Code	

* Effective Date

09/19/2006	Special Ed Program	Special Ed Category
	Primary Disability	Multiple Disability 1
	Multiple Disability 2	Multiple Disability 3
	Multiple Disability 4	Multiple Disability 5
End Date	Exit Code	

Physical Therapy Hours	Recreational Therapy Hours	Audiological Services Hours
Occupational Therapy Hours	Speech/Language Therapy Hours	School Health Services Hours
	1.5	
Psychological Therapy Hours	Orientation Mobility Hours	Counseling Services Hours
Social Work Service Hours	Other Service Hours	<input type="checkbox"/> Significant Cognitive Disabilities
Transportation	Assistive Technology	
Y: Yes	Y: Yes	

(Screen Shot SIMS)

Bear, Care

Student Info **Enrollment** **Status Elements** **Special Education**

Save Print New Entry Delete Entry

Eligibility Date	End Date	Primary Disability	Category
09/19/2002		Emotional Disturbed	Reg Classroom w/mod

Special Education Detail

Eligibility Date 09/19/2002	End Date 	Category Reg Classroom w/mod (100)	Program Type Mild to Moderate Disabilities (A)
Primary Disability Emotional Disturbed (0505)	Multiple Disability #1 	Multiple Disability #2 	
Multiple Disability #3 	Multiple Disability #4 	Multiple Disability #5 	
Physical Therapy Hours	Recreational Therapy Hours	Audiological Services Hours	Speech/Language Therapy Hours
Occupational Therapy hours	Psychological Therapy Hours	School Health Services Hours	Orientation Mobility Therapy Hours
Counseling Service Hours	Social Work Service Hours	Other Therapy Services Hours	Enrollment Association 09/19/2002 Educational Serv
<input type="checkbox"/> Assistive Tech <input type="checkbox"/> Transportation	Exit Reason 	<input type="checkbox"/> Significant Cognitive Disability	

- ❖ **Creating a Special Education Record:** In order to enter a special education record for a student, begin by clicking on the Special Education tab to see the following screen. You can now begin to enter the students' information. The most important field is Enrollment Association. You **must** select the enrollment record that the special education record coincides with. **NOTE!** Special education records are similar to enrollment records in that if you choose to end a record you will need an Exit Reason. Click save when finished.

Special Education Detail

Eligibility Date 08/24/2006	End Date 	Category Reg Classroom w/mod (100)	Program Type Day Program (E)
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- ❖ **Eligibility Date:** Date student first becomes eligible to receive special education services, the date a transfer student begins receiving special education services, the date a change in

services takes effect, or the first day of school for a continuing student upon creating a new calendar year.

- ❖ **End Date:** Date the student is no longer eligible or no longer receiving special education services as a result of moving, refusing services, graduating or aging out. The end date may also reflect the last day of services received prior to a change in services (a new enrollment must be made) or the last day of school for a continuing student upon ending the calendar year. *(When entering an end date the appropriate Exit Reason as well.)*

- ❖ **Category**

Ages 6-21 The categories are as follows:

- **Regular Classroom with Modifications (0100):** Inside the regular class 80% or more of the day. (These are children who received special education and related services outside the regular classroom for less than 21% of the school day.) This may include children with disabilities placed in:
 - regular class with special education/related services provided within regular classes;
 - regular class with special education/related services provided outside regular classes;
 - regular class with special education services provided in resource rooms.
 - educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent inside the regular classroom.
- **Resource Room (0110):** Inside regular class no more than 79% of day and no less than 40% percent of the day. (These are children who received special education and related services outside the regular classroom for at least 21% but no more than 60% of the school day.) Do not include children who are reported as receiving education programs in public or private separate school or residential facilities. This may include children placed in:
 - resource rooms with special education/related services provided within the resource room;
 - resource rooms with part-time instruction in a regular class.
 - educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent inside the regular classroom.
- **Self-contained Classroom (0120):** Inside regular class less than 40% of the day. (These are children who received special education and related services outside the regular classroom for more than 60% of the school day.) Do not include children who are reported as receiving education programs in public or private separate school or residential facilities. This category may include children placed in:
 - self-contained special classrooms with part-time instruction in a regular class; or
 - self-contained special classrooms with full-time special education instruction on a regular school campus.
 - educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent inside the regular classroom.
- **Day Program (0130):** Includes students who received education programs in public or private separate day school facilities. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of

the school day in public or private separate schools. This may include children placed in:

- public and private day schools for students with disabilities;
 - public and private day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in regular school buildings for the remainder of the school day; or
 - public and private residential facilities if the student does not live at the facility.
- **24 hour program (0140):** Includes students who received education programs and lived in public or private residential facilities during the school week. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private residential facilities. This may include children placed in:
- public and private residential schools for students with disabilities; or
 - public and private residential schools for students with disabilities for a portion of the school day (greater than 50 percent) and in separate day schools or regular school buildings for the remainder of the school day.
 - *Do not include students who received education programs at the facility, but do not live there.*
- **Home/Hospital Program (0150):** A student is in this category if he/she is homebound/hospitalized and is receiving special education/related services as specified on an IEP.

Ages 3-5 The categories are as follows (*Until a student turns 6, they must use the 3-5 year old codes, even if they are enrolled in K. Upon turning 6 the appropriate age 6-21 code needs to be used*)

- **Early childhood program (0315, 0325, or 0330):** When determining whether to report a child as 0315, 0325, 0330, you must calculate the percentage of time the child spends in a regular early childhood program with at least 50% nondisabled children. The numerator for this calculation is the amount of time per week the child spends in a regular early childhood program. The denominator for this calculation is the *total number of hours the child spends in a regular early childhood program PLUS any time the child spent receiving special education and related services outside of a regular early childhood program*. The result is multiplied by 100. For example, if the child attends a regular early childhood program 6 hours a week and receives special education and related services in a special education program for an additional 4 hours a week, report the child in A2, in the regular early childhood program 40% to 79% of time ($6 \div 10 = .60 * 100 = 60\%$). Include in the denominator any time spent receiving special education in the special education program. This is true even if the child receives little or no special education in the early childhood program.
- **Early childhood program at least 80% of time (0315):** Child was in the early childhood program for at least 80% of time.
 - **Early childhood program 40% to 79% of time (0325):** Child attended an early childhood program and was in the early childhood program for no more than 79% but no less than 49% of time.
 - **Early childhood program less than 40% of time (0330):** Child attended an early childhood program and was in the early childhood program for less than 40% of time.

- **Separate class (0335):** Child attended a special education program in a class with less than 50% nondisabled children. *(Do not include children who also attended a regular early childhood program. These children should be above.)*
- **Separate school (0345):** Child received education program in public or private day schools designed specifically for children with disabilities. *(Do not include children who also attended a regular early childhood program.)*
- **Residential facility (0355):** Child received education program in publicly or privately operated residential schools or residential medical facilities on an inpatient basis. *(Do not include children who also attended a regular early childhood program.)*
- **Home (0365):** Child received special education and related services in the principal residence of the child's family or caregivers, and child did not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility. Include children who receive special education both at home and in a service provider location. The term caregiver includes babysitters.
- **Service provider location (0375):** Child received all of their special education and related services from a service provider, and child did not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility. For example, speech instruction provided in:
 - private clinicians' offices,
 - clinicians' offices located in school buildings,
 - hospital facilities on an outpatient basis, and
 - libraries and other public locations.
 - Do not include children who also received special education at home. Children who received special education both in a service provider location and at home should be reported in the home category.

❖ **Instructional Program Type:** This data field will be used to correlate a type of instructional program identified for each special education student to expenditures reported on the annual financial report. The instructional program type **should not** be assigned by a student's primary disability. For example, costs associated with an instructional program type "A" should be budgeted and reported under function 1221 on the annual financial report. Below are examples and guiding principals to determine instructional type, however it is up to each district to allocate their costs and identify a student's special education instructional program in a way that best suites their district's programs and staffing patterns.

- **Programs for Mild to Moderate Disabilities (A)** – typically this will include students who spend the majority of the day in regular class settings and/or provided special education services for less than 50% of the regular day (for example, a district operating a 6 hour school day, a student provided special education services for less than 15 hours a week).
- **Programs for Severe Disabilities (B)** – students receiving special education service for more than 50% of the day. This **should not** include students placed in day or residential programs.
- **Speech Only (C)** – students receiving speech/language services only.
- **Early Childhood (ages 3 - 5) (D)**– special education programs for preschool children ages 3-5.

- **Day Program (E)**– programs for students assigned to day programs offered by the district or assigned out of district. This may include students placed in community based service centers, cooperative day programs, etc.
- **Residential Program (F)**– programs for students served in a 24 hour residential school, such as Children’s Care Hospital
- **Homebound Program (G)**– special education services provided in the student’s home, i.e., programs for severely ill students unable to attend school for a period of time.

Primary Disability Specific Learning Disabled (05)	Multiple Disability #1	Multiple Disability #2
Multiple Disability #3	Multiple Disability #4	Multiple Disability #5

❖ Primary Disability

- **Deaf-Blindness (0500)** "Means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for deaf or blind children."
- **Emotional Disturbance (505)** "Is defined as follows:
 - The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:
 - An inability to learn which cannot be explained by intellectual, sensory, or health factors;
 - An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
 - Inappropriate types of behavior or feelings under normal circumstances;
 - A general pervasive mood of unhappiness or depression; or
 - A tendency to develop physical symptoms or fears associated with personal or school problems.
 - The term includes children who are schizophrenic. The term does not include children, who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed."
- **Mental Retardation (0510)** "Means significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance."
- **Hearing Impairments (0515)** "Means a hearing impairment, whether permanent or fluctuating, which adversely affects a child's educational performance but which is not included under the definition of "deaf" in this section".
- **Specific Learning Disabled (0525)** "Means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as

perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage."

- **Multiple Disabilities (0530)** "Means concomitant impairments (such as mentally retarded-blind, mentally retarded-orthopedically impaired, etc.) the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness." (*This category should not be used just because a student is receiving speech as a related service. The student must be identified on the IEP as having Multiple Disabilities.*)
- **Orthopedic Impairments (0535)** "Means a severe orthopedic impairment which adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), and impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures)."
- **Visually Impaired (0540)** "Means a visual impairment which, even with correction, adversely affects a child's educational performance. The term includes both partially sight and blindness."
- **Deafness (0545)** "Means a hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance."
- **Speech/Language Impairments (0550)** "Means a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's educational performance."
- **Other Health Impaired (0555)** "Means having limited strength, vitality or alertness, due to chronic or acute health problems such as heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child's educational performance."
- **Autism (0560)** For the purposes of chapter 13-37, an autistic disorder is present in a person if at least eight of the following sixteen characteristics are expressed by a person with at least two of the characteristics from subdivision (1), one characteristic from subdivision (2), and one characteristic from subdivision (3) being expressed by the person:
 - Qualitative impairment in reciprocal social interaction as manifested by the following:
 - Marked lack of awareness of the existence or feelings of others;
 - No or abnormal seeking of comfort at times of distress;
 - No or impaired imitation;
 - No or abnormal social play;
 - Gross impairment in ability to make peer friendships;
 - Qualitative impairment in verbal or nonverbal communication, and in imaginative activity, as manifested by the following:

- a. No mode of communication, such as communicative babbling, facial expression, gesture, mime, or spoken language;
- b. Markedly abnormal nonverbal communication, as in the use of eye-to-eye gaze, facial expression, body posture or gestures to initiate or modulate social interaction;
- c. Absence of imaginative activity, such as playacting of adult roles, fantasy characters or animals; lack of interest in stories about imaginary events;
- d. Marked abnormalities in the production of speech, including volume, pitch, stress, rate, rhythm and intonation;
- e. Marked abnormalities in the form or content of speech, including stereotyped and repetitive use of speech; idiosyncratic use of words or phrases; or frequent irrelevant remarks;
- f. Marked impairment in the ability to initiate or sustain a conversation with others, despite adequate speech;
- Markedly restricted repertoire of activities and interests, as manifested by the following:
 - Stereotyped body movements;
 - Persistent preoccupation with parts of objects or attachment to unusual objects;
 - Marked distress over changes in trivial aspect of environment;
 - Unreasonable insistence on following routines in precise detail;
 - Markedly restricted range of interests and a preoccupation with one narrow interest.

Federal Definition 300.5: Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has a serious emotional disturbance, as defined on page 5, disabling condition 0505.

- **Traumatic Brain Injury (0565)** "Means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; problem-solving; sensory; perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.
- **Developmentally Delayed, Preschool Ages 3-5 (0570)** "Means having a severe delay in development functions at a developmental level 2 or more standard deviations below the mean in any one area of development or 1.5 standard deviations below the mean in two or more areas of development."

Level for disability funding calculation	Disability
Level 1	Specific Learning Disabled, Speech/Language Impairment, Other Health Impaired, and Preschool (Developmentally Delayed)
Level 2	Emotional Disturbance, and Mental Retardation
Level 3	Deaf/Blind, Hearing Impairments, Orthopedic Impairments, Visually Impaired, Deafness, and Traumatic Brain Injury
Level 4	Autism
Level 5	Multiple Disabilities (must include 2 or more level 2 or 3 disabilities, not including Deaf/Blind)

PLEASE NOTE THAT STUDENT RECORDS FOR CHILDREN BIRTH-2 SHOULD NOT BE INCLUDED.

- ❖ **Multiple Disability** This should be coded if a student is identified by the IEP team as having a Multiple Disability during the eligibility determination meeting. It should not be used just because a student receives speech as a related service or because multiple disabilities exist (for example, in the case of a student with Mental Retardation, who also has ADD (Attention Deficit Disorder) that could be considered Other Health Impaired, the IEP team may determine that the Primary Disability is Mental Retardation, or they may determine the Primary Disability is Other Health Impaired, or they may determine the student has Multiple Disabilities with the disabilities of Mental Retardation and Other Health Impaired. Only if the team determined the student had Multiple Disabilities would this code be used. If the team only identified Mental Retardation, then that is the primary disability and the Multiple Disability code can not be used even though the student may also have ADD. The following disability areas fall under Multiple Disability and need to be coded in the Multiple Disability 1-5 as appropriate. It is important to code all disabilities that the IEP team used to make the Multiple Disability placement, for example if the student has Multiple Disabilities of Emotional Disturbed, Mental Retardation and Visually Impaired, all three areas need to be coded. *(Just because Multiple Disability is coded does not mean Level 5 disability funding will be provided, see chart above for qualifications for Level 5 disability funding)*

Primary Disability Multiple Disabilities (0530) ▼		Multiple Disability #1 ▼	Multiple Disability #2 ▼
Multiple Disability #3 ▼		Emotional Disturbed (0505) Mental Retardation (0510) Orthopedic Impairments (0535) Visually Impaired (0540) Deafness (0545) Speech/Language Impaired (0550) Other Health Impaired (0555) Traumatic Brain Injury (0565)	Multiple Disability #5 ▼
Physical Therapy Hours	Recreational Therapy Hours		Speech/Language Therapy Hours
Occupational Therapy hours	Psychological Services Hours		Orientation/Mobility Therapy Hours

- Emotional Disturbance (505)
- Mental Retardation (0510)
- Orthopedic Impairments (0535)
- Visually Impaired (0540)
- Deaf-Blindness (0500)
- Speech/Language Impairments (0550)
- Other Health Impairments (0555)
- Traumatic Brain Injury (0565)

(Screen Shot DDN Campus)

Physical Therapy Hours <input type="text"/>	Recreational Therapy Hours <input type="text"/>	Audiological Services Hours <input type="text"/>
Occupational Therapy Hours <input type="text"/>	Speech/Language Therapy Hours 1.5	School Health Services Hours <input type="text"/>
Psychological Therapy Hours <input type="text"/>	Orientation Mobility Hours <input type="text"/>	Counseling Services Hours <input type="text"/>
Social Work Service Hours <input type="text"/>	Other Service Hours <input type="text"/>	<input type="checkbox"/> Significant Cognitive Disabilities
Transportation Y: Yes <input type="button" value="v"/>	Assistive Technology Y: Yes <input type="button" value="v"/>	

(Screen Shot SIMS)

Physical Therapy 0.00 Hours	Recreational Therapy 0.00 Hours	Audiological Services 0.00 Hours	Speech/Language Therapy 0.00 Hours
Occupational Therapy 0.00 hours	Psychological Therapy 0.00 Hours	School Health Services 0.00 Hours	Orientation Mobility Therapy 0.00 Hours
Counseling Service 0.00 Hours	Social Work Service 0.00 Hours	Other Therapy Services 0.00 Hours	Enrollment Association 08/24/2006 Alpena Hi Sch <input type="button" value="v"/>
<input checked="" type="checkbox"/> Assistive Tech	Exit Reason Student Continues (12) <input type="button" value="v"/>		<input type="checkbox"/> Significant Cognitive Disability
<input checked="" type="checkbox"/> Transportation			

❖ **Special Education Services** If the student's IEP includes related services, report the number of hours per week for each service. *(If services are provided on a monthly basis, for SIMS reporting purposes only, divide by 4 to calculate hours per week.)* Assistive Technology and Transportation do not require the number of hours, but are simply check boxes. (There may be more than one.) The federal definitions are as follows:

- **Physical Therapy** includes services and treatment provided by a qualified physical therapist.
- **Recreational Therapy** includes:
 - Therapeutic recreation services;
 - Recreation programs in schools and community agencies; and
 - Leisure education.
- **Audiological Services** includes:
 - Determination of the range, nature, and degree of hearing loss and communication functions including referral for medical or other professional attention for the rehabilitation of hearing;
 - Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, speech conservation; and
 - Determination of the child's need for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.
- **Speech/Language Therapy** includes:
 - Diagnosis and appraisal of specific speech or language disorders presented by children in special education programs;

- Referral for medical or other professional attention necessary for the habilitation of speech or language disorders;
- Provisions of speech and language services for the habilitation or prevention of communicative disorders; and
- Counseling and guidance of parents, children, and teachers regarding speech and language disorders.
- **Occupational Therapy** includes:
 - Identification, assessment, and intervention;
 - Consulting with, and providing training and support for, families and other care givers;
 - Improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation;
 - Improving ability to perform tasks for independent functioning when functions are impaired or lost; and
 - Preventing, through early intervention, initial or further impairment or loss of function.
- **Psychological Services** includes:
 - Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning, mental health and development;
 - Consulting with other staff members in planning school programs to meet the special needs of children as indicated by psychological tests, interviews, and behavioral evaluations;
 - Planning and managing a program of psychological services, including psychological counseling for children and parents; and
 - Administering and interpreting psychological developmental and educational tests, and other assessment procedures during the reevaluation of handicapped children.
- **School Health Services** include services provided by a qualified school nurse or other qualified staff that would otherwise be unavailable to nondisabled children and are designated on an IEP.
- **Orientation and Mobility Services:** provided to blind or visually impaired students by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, community, including:
 - Teaching students spatial and environmental concepts and use of information by the senses (such as sound, temperature, and vibrations) to establish, maintain, or regain orientation and line of travel (for example, using sound at a traffic light to cross the street).
 - Teaching students to use the long cane, as appropriate, to supplement visual travel skills or as a tool for safely negotiating their environment for students with no available travel vision.
 - Teaching students to understand and use remaining vision and distance low vision aids, as appropriate; and
 - Other concepts, techniques, and tools, as determined appropriate.
- **Counseling Services** include specialized counseling services; that is, services which are different in type or in quantity from services available to non-handicapped children, that are designated on an IEP, and are provided by guidance counselors, rehabilitation counselors, or other qualified staff.

- **Social Work Services** includes:
 - Preparing a social or developmental history on a disabled child;
 - Group and individual counseling with the child and family;
 - Working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and
 - Mobilizing school and community resources to enable the child to receive maximum benefit from his or her educational program.
- **Other Therapy Services** includes the number of children receiving related services which are not specified on this form such as: Medical Services, Interpreting Services, and Parental Counseling/Training.
- **Assistive Technology Services** include services that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. Assistive Technology Devices are any items, pieces of equipment, or product systems, whether acquired commercially off the shelf, modified, or customized, that are used to increase, maintain, or improve functional capabilities of children with disabilities. Assistive technology services includes:
 - The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment;
 - Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities;
 - Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing of assistive technology devices;
 - Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
 - Training or technical assistance for a child with disabilities, or, if appropriate, that child's family; and
 - Training or technical assistance for professionals (including individuals providing education and rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of individuals with disabilities.
- **Transportation** includes specialized transportation, that is, travel to and from school and between schools, travel in and around school buildings, and travel using specialized equipment (such as special or adapted buses, lifts, and ramps), and travel that would otherwise be unavailable to non-disabled children and are designated on an IEP. Also includes provision of reimbursement for travel and other related costs. *(Remember to code Transportation in the Status Elements Tab if the student is receiving transportation)*

❖ **Enrollment Association:** This must match the student's current enrollment on the Enrollment tab for attendance district. *(If attendance district changes, that change must be made on the Special Education Enrollment tab also.)*

<input checked="" type="checkbox"/> Assistive Tech <input checked="" type="checkbox"/> Transportation	Exit Reason Student Continues (12)	<input type="checkbox"/> Significant Cognitive Disability
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- ❖ **IEP Program Exit Reason:** Students need a new enrollment for each calendar year, this should roll over automatically.
- **01** - No longer received Sped Service: Use this code when the IEP team determines that the student no longer is eligible to receive Special Education services.
 - **02**- Graduated with regular high school diploma: Students with disabilities who exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible. These are students who met the same standards for graduation as those for students without disabilities.
 - **03** - Received a certificate
 - **04** - Reached maximum age: Students are eligible to receive services to the end of the fiscal year (July 1 to June 30) in which they turn 21.
 - **05** - Died
 - **06** - Moved known to be continuing: Students with disabilities who *moved* out of the catchment area or otherwise transferred to another district and are *known* to be *continuing* in an educational program. There need not be evidence that the student is continuing in *special education*, only that he/she is continuing in an education program. This definition includes students with disabilities in residential drug/alcohol rehabilitation centers, correctional facilities, or charter schools if those facilities operate as separate districts, excluding normal matriculation.
 - **07** - moved not known to be continuing
 - **08** - dropped out: This includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.
 - **09** - refused services
 - **10** - Completed ISFP prior to reaching maximum age for Part C
 - **11** – Change in IEP
 - **12** – Student continues (*Students need a new enrollment for each calendar year, this should roll over automatically.*)

Mapping of codes from Exit reason on Enrollment tab and Special Education Tab:

Enrollment Tab	Special Education Tab
01 Student was expelled	Code 08 - dropped out
02 Student discontinued education - dropout	Code 08 - dropped out <i>or</i> Code 07 - moved not known to be continuing (counts as a dropout for AYP graduation and dropout rates)
03 Student transferred to another accredited school or district in the state	Code 06 - moved known to be continuing

04 Student graduated	Code 02 , must receive a regular high school diploma (<i>Not a GED or certificate</i>)
05 Student died	Code 05 - died
06 Student transferred to an institution (correctional facilities, mental hospitals, etc)	Code 06 - moved known to be continuing
07 Student reached maximum age for receipt of special ed services (21)	Code 04 - reached maximum age
08 Student transferred out of state	Code 06 - moved known to be continuing
09 Colony student who completed grade 8	09 - Refused services
10 Student retained	12 – Student continues
11 Student continues	12 – Student continues
12 Persistently Dangerous Transfer	06 - moved known to be continuing <i>or</i> 11 - change to IEP (if the transfer was due to an IEP team decision)
13 School Improvement Transfer	Code 06 - moved known to be continuing
14 Home School Transfer	09 - refused services <i>or</i> 12 - Student continues (if the school will still be providing special education services)
15 Suspended	Student may still be eligible to receive special education services, no exit code may be needed.
Does not necessarily require exit code on Enrollment tab	01 - No longer received Sped Service
Does not necessarily require exit code on Enrollment tab	03 - Received a certificate. This code should not be used for SD students as we do not acknowledge such certificates, either the student receives a diploma or they can continue to age 21. If you have a need to use this code, contact the Special Education Programs for guidance at 773-3678.
Does not necessarily require exit code on Enrollment tab	09 - Refused services. Use this code if parent or student (if own guardian) refused services, but student is still eligible for special education.
Does not necessarily require exit code on Enrollment tab	10 - Completed ISFP prior to reaching maximum age for Part C (maximum age is through age 5)

Does not necessarily require exit code on Enrollment tab	11 – Change in IEP. Use this code if services have changed, such as program type or related service hours.
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- ❖ **Significant Cognitive Disability (Yes No)** It is necessary to code this box if the IEP determines the student has a significant cognitive disability and will take the alternate assessment. If this box is not coded and the student meets the eligibility criteria to take the alternate assessment, the assessment results will be considered invalid and scored as below basic.

Data Verification

The district needs to have a process in place to verify the accuracy of information being provided by the IEP case manager to the Data Entry person in order to ensure that all the information entered into SIMS or DDN Campus is an accurate record of the student's current special education enrollment. The data in SIMS and DDN Campus is used for reporting of state and district graduation rates, dropout rates, disproportionality, assessment and multiple other reports. It is also used for funding for ADM, state disability funding and federal funding relating to child count. One way to verify data would be to use the SIMS Reported Data Elements form below, but districts are encouraged to develop a system that meets their needs. It is expected that enrollment information is current and updated throughout the year, not just for verification of child count. The district plan for verification of data should include an outline of how often the system will be updated.

The SMS Reported Data Elements Form is also on the web at:
<http://doe.sd.gov/oess/specialed/IEP/index.asp>

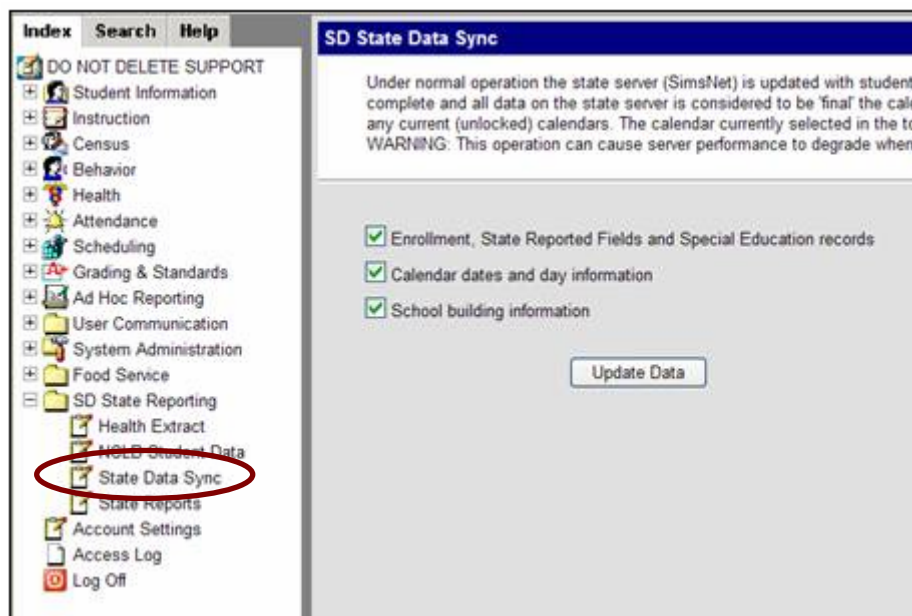
SIMS (Student Information Management System) Required Data Elements Updated 9/06

Student Name	Purpose of Meeting <input type="checkbox"/> Initial Eligibility, IEP, Placement <input type="checkbox"/> Change (complete date and area that changed) <input type="checkbox"/> Three Year Reevaluation <input type="checkbox"/> Dismissal from Services Date: _____
Effective Date of Services	
Special Education Placement Category (Please circle one) 0100 - Regular Classroom with modifications 0110 - Resource Classroom 0120 - Self-Contained Classroom 0130 - Day Program 0140 - 24 Hour Program 0150 - Home/Hospital Program 0315 - Early childhood program 80% -100% 0325 - Early childhood program 40-79% 0330 - Early childhood program less than 40% 0335 - Separate class 0345 - Separate school 0355 - Residential facility 0365 - Home 0375 - Service provider location	Instructional Program Type (Please circle one) A. Programs for Mild to Moderate Disabilities B. Programs for Severe Disabilities C. Speech Only D. Early Childhood (ages 3-5) E. Day Program F. Residential Program G. Homebound Program
Special Education Primary Disability Areas: (Please circle one) 0500 - Deaf-Blind 0505 - Emotionally Disturbed 0510 - Mental Retardation 0515 - Hearing Impairments 0525 - Specific Learning Disabled 0530 - Multiple Disabilities 0535 - Orthopedic Impairments 0540 - Visually Impaired 0545 - Deafness 0550 - Speech/Language Impairments 0555 - Other Health Impaired 0560 - Autism 0565 - Traumatic Brain Injury 0570 - Preschool (age 3-5)	Multiple Disability Areas: 0505 - Emotionally Disturbed 0510 - Mental Retardation 0535 - Orthopedic Impairments 0540 - Visually Impaired 0545 - Deafness 0550 - Speech/Language Impairments 0555 - Other Health Impaired 0565 - Traumatic Brain Injury Multiple Disability 1 _____ Multiple Disability 2 _____ Multiple Disability 3 _____ Multiple Disability 4 _____ Multiple Disability 5 _____
Special Education Services: (Please indicate the number of hours or exit date) Physical Therapy _____ Recreational Therapy _____ Audiological Services _____ Speech/Language Therapy _____ Occupational Therapy _____ Psychological Services _____ School Nurse Services _____ Orientation & Mobility Services _____ Counseling Services _____ Social Work Services _____ Other Therapy Services _____ (Use for Medical Services, Interpreting Services, Parental Counseling/Training and Other)	Assistive Technology Yes / No Transportation : Yes / No Significant Cognitive Disability Yes / No IEP Program Exit Reason 01 - No longer received Sped Service 02 - Graduated with regular high school diploma 03 - Received a certificate 04 - reached maximum age 05 - died 06 - moved known to be continuing 07 - moved not known to be continuing 08 - dropped out 09 - refused services 10 - Completed ISFP prior to reaching maximum age for Part C

Common Special Education report

- ❖ **How to view a list of current Special Education students** (*this will report only students in the attending district, not out of district placements*):
1. Click on Report Wizard, Student Information, and then click next.
 2. Click the + sign next to Special Education and select Category, Program Type, Disability, Start Date and End Date. Now click Next.
 3. Now select IS NOT NULL from the drop down menu next to Category and for Start Date select >= and then enter the beginning date of your current calendar. Be sure to use dashes in the date. Ex. 05-23-03
 4. To finish select IS NULL from the drop down menu for End Date and then click Next and Create Report.
 5. The reason you set Category to IS NOT NULL is so only the students who have data entered in SPED will be returned. If you did not set category to IS NOT NULL your report would return every student in the school/district whether they were enrolled in SPED or not. The reason for the IS NULL in end date is because you want all students who have been enrolled whether their Special Education has ended or not.
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SD State Data Sync (DDN Campus Users Only)



Periodically, to ensure data is updated in SIMSNet, it is necessary to conduct a Data Sync by selecting State Data Sync under the SD State Reporting Tab. All boxes need to be selected and then select Update Data.

Frequently asked questions

❖ **When Do I have to change special education records?**

A new special education record should be created at the beginning of a new school year and whenever there is a change in the category, disability, or program type. It is not necessary to create a new record if there is simply a change in hours per week on related services. Just change the hours per week and save.

❖ **If I have a student attending Children's Care how do I report them in SIMS?**

Children's Care is responsible for reporting the student's data for you, with Your last district listed as the resident district paying tuition. When DOE does The calculation for Child Count and ADM, we will count that student back into your district.

❖ **Why is all the child count data correct for my students except the grade?**

You need to check the enrollment for the special education record. A Special education record tied to the incorrect enrollment record will cause that problem. error message! There could be a couple of reasons why. First check the eligibility date that you are entering. It must fit in the calendar of the current school year. If that is correct, make sure you have selected the proper enrollment association for the special education record.